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ABSTRACT

This report describes activities and accomplishments of the New York Partnership for Statewide Systems Change Project, a 5-year project to increase and improve inclusive educational services to New York State students with severe disabilities. The project provided inservice training, technical assistance, and model demonstration and evaluation activities. Unique features of the project included a partnership model of collaboration between: (1) agencies responsible for the delivery of educational services and (2) institutions of higher education involved in teacher education and applied research. A needs assessment and action planning process was implemented to ensure locally relevant planning and coordination of service delivery. Intensive professional development and technical assistance activities were carried out to support local school districts, organizations and agencies, and parents of students with disabilities. Materials were developed to provide information on effective systems change strategies and delivery of quality inclusive schooling for students with severe disabilities in their neighborhood schools. The project directly benefited approximately 10 percent of New York students with severe disabilities, including students with deaf-blindness. Many other students in the state benefited indirectly from the project. Individual sections of this report describe the project's goals and objectives, major accomplishments, accomplishments by specific goals, problems encountered, technical changes, and impact. An appendix contains an annotated list of approximately 50 related publications. (DB)

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FINAL REPORT

Program Title: Programs for Severely Handicapped Children

CFSA No.: 84.086J

Priority #1: Statewide Systems Change

Project Title: New York Partnership for Statewide Systems Change

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ABSTRACT

The New York Partnership for Statewide Systems Change Project conducted a series of inservice training, technical assistance, and model demonstration and evaluation activities across a five year time period to: (a) increase quality inclusive educational program options throughout the state for students with severe disabilities (including dual sensory impairments) formerly served in segregated environments; (b) significantly increase the numbers of these students who are served in their neighborhood or choice schools (the schools they would attend if they did not have a disability); (c) increase the quality and frequency of meaningful interactions these children and youth have with peers and adults without disabilities; (d) revise and adapt innovative curricula and instructional strategies to support education in inclusive settings, including the achievement of social competence, community referenced skills, and employment skills; (e) evaluate the effectiveness of project activities as measured by the impact upon learner achievement and inclusive placement outcomes; and (f) disseminate an effective systems-change process and the outcomes associated with that process of benefit to students with severe disabilities in New York State and throughout the country.

Unique features of the project included a partnership model of collaboration between agencies responsible for the delivery of educational services and personnel from institutions of higher education involved in teacher education and applied research. A Task Force Needs Assessment and Action Planning Process for Systems Change was designed to insure locally relevant planning and coordination of service delivery to address the diverse needs of school districts across New York State. A series of intensive

Professional Development and Technical Assistance activities were carried out each year to support local school districts, organizations and agencies, and parents of students with disabilities. Materials were developed and disseminated to provide agencies, professionals, and parents in New York State and elsewhere with information on effective systems-change strategies and the delivery of quality inclusive schooling for students with severe disabilities in their neighborhood schools. Finally, the composition of the Project Advisory Board and the project management structure were designed to encourage maximum collaboration among parents, professionals, and all relevant agencies and organizations affecting services to provide support for students to secure meaningful lifestyles as full participants in their communities.

Through activities conducted throughout the state, this project directly benefited approximately 10 percent of New York students who experience severe disabilities, including students with deaf-blindness. In addition the project indirectly benefited a major percentage of New York students with severe disabilities. Finally, this project is nationally significant as a validation of effective systems change and quality inclusive schooling options in a large and demographically complex state.

PROJECT GOALS AND OBJECTIVES

1.0 Develop, implement and evaluate a systems-change process to increase quality options in New York State for students with severe handicaps (including dual sensory impairments) and increase integrated placement options for students formerly served in segregated environments.

1.1 Identify and recruit representative regions and collaborating LEA school districts to participate in a Task Force Model of systems change to make available an expanded range of quality special education and related services for students with severe disabilities that are located in the neighborhood school.

1.2 Establish regional Task Forces to develop and implement project activities at the local level to improve the quality of services and increase integrated placement options in neighborhood school environments.

1.3 Conduct Task Force planning for the establishment of expanded range of integrated options representing quality special education and related services at neighborhood public schools for students now served in segregated environments.

1.4 Develop written plans for integration of students with severe handicaps (including deaf-blind) into neighborhood schools.

1.5 Insure development of Phases I-II IEPs reflecting quality special education and related services in neighborhood schools for students with severe handicaps (including deaf-blind).

1.6 Evaluate the program quality of integrated neighborhood school programs established in each region.

1.7 Evaluate Task Force model and attainment of systems change objectives, with an emphasis upon an increase in the range of integrated options available in the neighborhood public school and the numbers of students with severe handicaps enrolled in those options in comparison to segregated services.

2.0 Develop, implement, and evaluate professional development activities and staffing patterns to support the delivery of quality special education and related services delivered in integrated environments, with an emphasis upon the neighborhood public school.

2.1 Design, deliver, and evaluate inservice training and technical assistance activities to support the systems change and curricular revision processes throughout New York State and in the six regionally-located collaboratives of local school districts serving as Model Sites (see also Figure 1).

2.11 Design and deliver the series of inservice training sessions on Best Practices/Integrated services in 6 regions, including administrators, parents, teachers, and related service providers.

2.12 Provide consultation to LEAs to draft plan for Phase II participation.

2.13 Design, deliver, and evaluate training on Teaming and Task Force Processes for Selected LEAs team participants in 6 regions throughout New York.

2.14 Deliver technical assistance to LEA teams in preparation of applications for Model Site contracts.

2.15 Provide training and technical assistance to LEA Model Sites in systems change and quality integrated programs.

2.16 Provide technical assistance and training to LEAs in district adoption and expansion programs in neighborhood public schools for students with severe disabilities.

2.17 Provide collaborative inservice training and technical assistance to districts (systems-change) and programs (integrated programs/best practices).

2.2 Summarize inservice training needs in special education, related services, and regular education to support quality integrated services in the neighborhood school.

2.21 Summarize curricular content training needs, with an emphasis upon social skills, community referenced skills, and employment skills.

2.22 Summarize instructional modifications/adaptations training needs.

2.23 Summarize transdisciplinary and integrated team functioning training needs.

2.24 Summarize training needs for individualized program decision making.

2.25 Summarize training needs to increase the frequency of meaningful interactions between students with and without severe handicaps.

2.3 Deliver inservice training and technical assistance to local school district personnel in priority need areas to support the delivery of quality integrated special education and related services to students with severe handicaps.

2.31 Conduct and evaluate inservice training and technical assistance on Models of Integrated Services.

2.32 Conduct and evaluate inservice training and technical assistance on community-referenced curricula, including employment training.

2.33 Conduct and evaluate inservice training and technical assistance on Consultant/Team Teaching staffing patterns.

2.34 Conduct and evaluate inservice training and technical assistance on the administration of integrated programs.

2.4 Recommend innovative teacher education programs and coursework/course components at the preservice level to support the provision of quality integrated special education and related services based upon project activities and evaluation findings.

2.41 Collaborate with representatives of higher education in New York State to plan the inservice training components listed under 2.2 above.

2.42 Recommend teacher education preservice program design and course components reflecting findings from inservice training/evaluation activities.

2.43 Recommend administrator training program design and course components reflecting findings from project activities and specific inservice training/evaluation efforts.

3.0 Implement and evaluate a curriculum revision process to improve the quality of special education and related services in representative areas of New York State for students with severe handicaps (including dual sensory impairments) and to increase the frequency of meaningful interactions with nondisabled peers and adults.

3.1 Identify resources available in the State to provide needed services to children and youth with severe handicaps, including deaf-blindness, for both special education and related services as well as additional support services and financial resources available through other agencies or parties.

3.2 Implement and evaluate regional Task Force activities to revise local curricula (Based upon State developed syllabi) to reflect community-referenced skills, social integration skills, and employment skills.

3.21 Implement a curriculum revision process to update local curricula to reflect community-referenced and employment skills development and to make individualized curricular and instructional adaptations.

3.22 Implement components of Cooperative Learning and other multi-level and overlapping curricular design adaptations to students with severe handicaps (including dual sensory impairment) integrated into regular education and other heterogeneous grouping environments, as individually appropriate.

3.3 Implement components of social interaction training programs (such as Special Friends, buddy systems, etc.) to increase the frequency of meaningful interactions between students and their nondisabled age peers as appropriate in the classroom, in the school, and in extracurricular activities at each school.

3.4 Implement activities to promote acceptance of students with severe handicap by the general public, with an emphasis upon adults at project schools and in the community in each region participating in project activities (e.g., PTA and community organizations).

3.5 Implement and evaluate regional models for effective involvement of families in the planning and delivery of services to their children and youth with severe handicap.

3.51 Incorporate home-school collaboration components, with regional adaptations into neighborhood school programs.

3.52 Evaluate effectiveness of home-school collaboration components and family involvement in each region.

3.53 Develop and disseminate final recommendations for effective involvement of families.

4.0 Establish a Project Advisory Board to provide significant input on project management procedures.

4.1 The State Education Department with the assistance of Syracuse University will identify and recruit 12 Project Advisory Board members.

4.2 Conduct Project Advisory Board meetings with key project management staff twice each year to provide input on project management procedures and activities.

4.3 Document involvement and impact of Project Advisory Board input into project management procedures and activities.

5.0 Develop, implement, and evaluate project procedures to monitor individual learner outcomes and overall placement and service delivery patterns as a function of project activities.

5.1 Select and administer appropriate measures of learner achievement and adaptation (IEP goal attainment; adaptive behavior measure; measure of social competence) for project participant students and appropriate comparison samples.

5.2 Monitor and evaluate year-to-year learner outcomes as a function of participation in quality special education and related service components, integration into the neighborhood school, and interaction opportunities with nondisabled same-age peers.

5.21 Representative sample of project students and appropriate comparison sample identified and data files established.

5.22 Data analysis conducted to evaluate learner outcomes as a function of participation in project activities and integration components.

5.3 Develop and implement a tracking system to monitor the number of children and youth with severe handicaps and deaf-blindness in selected regions of the State in each type of educational setting and map changes in placement from segregated to integrated services.

5.4 Develop and disseminate a model to evaluate program quality and monitor learner outcomes statewide, based upon project activities and evaluation findings.

5.5 Identify, evaluate, and disseminate materials and proceduresdeveloped through this project to relevant State, local, and professional organizations for coordinating services provided to students with severe handicaps (including deaf-blindness).

MAJOR ACCOMPLISHMENTS

Major accomplishments for Project years one through five (1990-1995) include maintenance of all project management procedures and regularly scheduled meetings between SED project personnel (Giugno, Waite, and Neveldine) and SU project personnel (Meyer, Black and D'Aquanni); biannual meetings and ongoing contact with the state Project Advisory Board; monthly meetings and ongoing contact with our New York City Advisory Board; establishment of a technical assistance and consultation network which provide collaborative consultation and technical assistance to 45 Implementation Site and Model school districts geographically dispersed throughout New York State; production and dissemination of a project video, "Three Stories of Inclusion" to parents, professionals, and the lay public throughout the state and at three national conferences; production of a follow-up video, "Inclusion in New York: An Inside View" on inclusive classrooms and adapting general education curricula at elementary and middle school levels; production of two New York Learns public television programs on inclusion shown on PBS, delivery of training/technical assistance on Quality Inclusive Schooling to parents, professionals, BOCES personnel, and others at project sites; attendance at the Project Director's Meeting in Washington, D.C.; preparation of materials for dissemination and presentation at local, state, and national meetings; meeting with Leadership Personnel from districts representing the Big 11 cities in New York to review and propose school staffing practices for quality inclusive schooling; three Leadership Institutes on Inclusive Teacher Preparation of higher education faculty, three annual Statewide Conferences on Quality Inclusive Schooling; and delivery of over 54 full-day Phase I and Phase II Training Sessions on

Quality Inclusive Schooling during the 1990 - 1993 project years, the delivery of an additional 14 days of team training in all seven regions statewide on quality inclusive models, curricular adaptations, integrated therapy, cooperative classroom management, and promoting positive social interactions and friendships targeted for project implementation sites during 1994-1995. Major accomplishments specific to the Project Goals are presented in the next section.

ACCOMPLISHMENTS BY GOALS

1.0 Develop, implement and evaluate a systems-change process to increase quality options in New York State for students with severe handicaps (including dual sensory impairments) and increase integrated placement options for students formerly served in segregated environments.

18,000 brochures announcing Phase I & Phase II training sessions on Quality Inclusive Schooling designed/distributed/mailed to Superintendents of LEAs, Directors of Special Education, BOCES, SETRC, Regional Associates, parents, parent organizations, other relevant agencies and individuals statewide (1990-1993). Figure 1 presents the flow of project activities in Phase I, Phase II, and Phase III components of the project.

Delivered eight days of Phase I training sessions from February-March 1991,1992, & 1993 regionally throughout the state to recruit LEA participation. Over 2500 professionals and parents attended all day and/or evening sessions.

Delivered seven days of Phase II training sessions from March-May 1991, 1992, 1993 throughout the state to recruit district teams to become Phase III model implementation sites. Over 145 teams from local school districts attended and participated in these sessions on teaming and using a Task Force Model for systems change.

Delivered geographically distributed training to regular educators on Quality Inclusive Schooling throughout New York State (6 regional sites) with participation from selected Implementation and Planning Sites (1994).

Established 45 Implementation Sites for Quality Inclusive Schooling distributed throughout the State. These sites received a small mini-grant to support Task Force Activities and on-site consultation and technical assistance from a Systems Change Project Consultant. Four sites were subsequently designated as Model Implementation Sites for mentoring, visitations, and replication activities. Project Implementation Sites are summarized by region, year of participation, and mentorship status in Table 1.

Established 45 LEA School District Task Forces in sites selected for implementation during 1991-1995.

FIGURE 1.

1990-95 NEW YORK PARTNERSHIP FOR STATEWIDE SYSTEMS CHANGE PROJECT ACTIVITIES FOR STAFF DEVELOPMENT & TECHNICAL ASSISTANCE

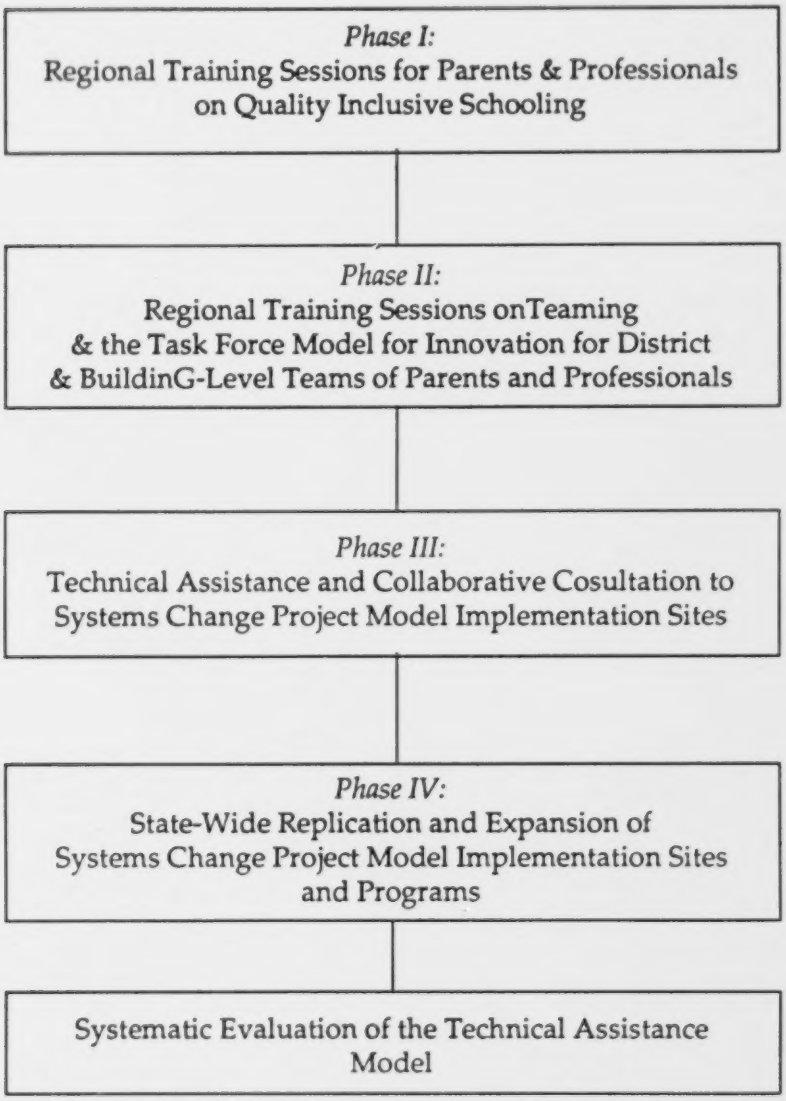
Phase I:
Regional Training Sessions for Parents & Professionals on Quality Inclusive Schooling
Phase II:
Regional Training Sessions onTeaming & the Task Force Model for Innovation for District & BuildinG-Level Teams of Parents and Professionals
Phase III:
Technical Assistance and Collaborative Cosultation to Systems Change Project Model Implementation Sites
Phase IV:
State-Wide Replication and Expansion of Systems Change Project Model Implementation Sites and Programs
Systematic Evaluation of the Technical Assistance Model

Table 1. continued

1991-1995 SYSTEMS CHANGE PROJECT IMPLEMENTATION SITES

District	Region	Year(s) Participating
Pine Plains	Mid-Hudson	1991/92, 1992/93
Port Washington Union	Long Island	1994/95
Ravena-Coeymans-Selkirk	Albany	1991/92, 1992/93
Riverhead Central	Long Island	1992/93
Rochester City Schools	Western	1994/95
Schalmont	Albany	1992/93, 1993/94
Seaford Union Free School District	Long Island	1994/95
Sherburne-Earlville Central	Central	1994/95
Sodus Central School	Central	1994/95
Southern Cayuga Central School	Central	1994/95
South Kortright	Central/Southern	1992/93, 1993/94
Syracuse City School District	Central	1994/95
Ticonderoga	Northern	1993/94
West Canada	Central	1993/94

** Model Implementation sites used for mentoring, visitations, and replication activities

Table 1.

1991-1995 SYSTEMS CHANGE PROJECT IMPLEMENTATION SITES

District	Region	Year(s) Participating
Alexander Central	Western	1993/94
Bainbridge-Guilford	Southern	1992/93
Brewster **	Mid-Hudson	1992/93, 1993/94
Brockport Central School District	Western	1994/95
Buffalo City	Western	1991/92, 1992/93, 1993/94
Carmel	Mid-Hudson	1991/92
Churchville-Chili Central Schools	Western	1994/95
Dansville **	Western	1991/92, 1992/93
East Greenbush	Albany/Central	1993/94
Glens Falls	Northern	1991/92
Honeoye-Falls Lima	Albany	1991/92, 1992/93
Kingston City Schools	Albany/Central	1992/93, 1993/94
Laurens **	Southern	1991/92, 1992/93
Mamaroneck	Mid-Hudson	1992/93
Newburgh	Mid-Hudson	1991/92
P.S. 721-R	New York City	1991/92 1992/93
P.S. 226	New York City	1991/92, 1992/93
P.S. 811K **	New York City	1991/92, 1992/93
P.S. 53K	New York City	1991/92
P.S. 396	New York City	1991/92, 1992/93
P.S. 233Q	New York City	1991/92, 1992/93
I.S. 227Q (Chancellor's School)	New York City	1992/93, 1993/94
District 21	New York City	1993/94
District 31	New York City	1993/94
Niagara Falls	Western	1991/92, 1992/93, 1993/94
Oceanside	Long Island	1991/92
Ogdensburg	Northern	1993/94
Owego-Apalachian	Southern	1992/93
Palmyra-Macedon	Western	1993/94
Peru Central	Northern	1993/94
Pine Bush	Mid-Hudson	1993/94

Delivered technical assistance to 45 LEA Task Forces to plan inclusive schooling options for student/s with severe disabilities during the 1991-1995 project period.

Assisted 45 LEA Task Forces to develop written Quality Inclusive Schooling plans for students with severe disabilities moving to their home schools no later than January of their implementation site participation.

Developed Technical Assistance Process & Procedures to Support District Systems Change from segregated to quality inclusive program options.

Developed a New York City Advisory Group with monthly meetings focused upon both City systems Change and support for participation Implementation Sites in New York City (1990-1993)

Provided input to statewide hearings on the Least Restrictive Environment and the State Plan.

Brochures describing Systems Change Project and overview of Quality Inclusive Schooling distributed upon request throughout the state and nationally. Over 10,000 printed and distributed from 1990-1995.

Videotape production, "Three Stories of Inclusion" disseminated to illustrate urban, rural, and suburban quality inclusive schooling options at primary, intermediate, and secondary school levels (1993).

Videotape production, "Inclusion in New York: An Inside View" disseminated to illustrate Quality Inclusive Schooling and curricular adaptations at the elementary and middle school levels in 4 school districts, including New York City (1995).

Revision and dissemination of Technical Assistance Process to Support District Systems Change from segregated to Quality Inclusive Schooling program options.

Continued support for focused activities in New York City to support systems change process and support for participating Implementation Sites in New York City (1992-1993).

Model program descriptions including systems change process shared at national conferences and at Statewide Systems Change Project Inclusion Conference held in Albany (1993), New York City (1994), and Albany (1995).

Provided input to statewide revisions of materials on Least Restrictive Environment.

Collaborated with Consortium for Collaborative Research on Social Relationships to enhance model development at selected schools (1993-1995).

Participate in planning for Quality Inclusive Schooling at early childhood level supported by the Carnegie Fund for Public Education in New York City.

2.0 **Develop, implement, and evaluate professional development activities and staffing patterns to support the delivery of quality special education and related services delivered in integrated environments, with an emphasis upon the neighborhood public school.**

Described staffing pattern options that facilitate Quality Inclusive Schooling for students with severe disabilities in different districts as part of technical assistance to Phase III Task Forces.

Provided and evaluated individualized training and technical assistance to 45 selected local school district Implementation Site teams participating in Phase III of the project to deliver Quality Inclusive Schooling to target students during 1991-1995 project years.

Developed, implemented, and evaluated professional development activities, staffing patterns, and parent collaboration to support Quality Inclusive Schooling in 45 Phase III Implementation Sites (1991-1995).

Established and trained a consultant network throughout New York State with expertise in severe disabilities and Quality Inclusive Schooling to provide technical assistance at Implementation sites and in future years.

Delivered Leadership Training to institutions of higher education to establish Inclusive Teacher Education programs in New York (Summer 1993, March and May 1992, September 1994) including revised draft of competencies needed to deliver Quality Inclusive Schooling.

Deliver Leadership Training Institute for BOCES Superintendents, Directors of Special Education, and other leadership personnel on supporting Quality Inclusive Schooling (Summer 1992, May 1993).

Disseminated available materials on professional development on Quality Inclusive Schooling (1990-1995).

Delivered selected parent support activities for participation in team decision-making toward Quality Inclusive Schooling and expanded community/peer participation by students with severe disabilities.

Delivered team collaboration training to be selected project sites as specified by Action Plans with a focus upon parent involvement, general-special education collaboration, and integrated therapy planning and activities.

Designed and delivered full-day Phase I Quality Inclusive Schooling overviews, evening workshops for parents, and Phase II full-day workshops on Teaming, Educational Collaboration & Task Force Model, including materials packets, audio-visual, agenda, and activities. Phase I & II training sessions were delivered Statewide by regions during 1990-1993 project years.

As part of Phase I and II training, identified staffing pattern options that facilitate Quality Inclusive Schooling for students with severe disabilities.

As part of Phase I training, developed a "Questions and Answers" resource for parents on Quality Inclusive Schooling in the regular school and classroom.

Developed, implemented, and evaluated professional development activities, staffing patterns, and parent collaboration, including meetings with parents of children in inclusive sites to review program opportunities, to support Quality Inclusive Schooling in 45 Implementation Sites using a Needs Assessment and Action Planning Task Force Model (1991-1995)

Disseminated available materials and develop/disseminate project materials on variety of staffing models and staff development activities to support Quality Inclusive Schooling in Planning and Implementation Sites.

Continued Refinement of delineation of staffing patterns options that facilitate Quality Inclusive Schooling for students with severe disabilities in different districts as part of technical assistance to Task Force activities and through meetings with leadership personnel from the Big 11 cities statewide (1993-95).

Delivered a series of 14 workshop days entitled "Creating Quality Inclusive Classrooms" statewide - two in each of 7 regions - for teams on Quality Inclusive Schooling, with a focus on integrated therapy,

cooperative classroom management, curricular adaptations, and social relationships (1993/94).

Sponsored Statewide Conferences on Inclusive Schools and Communities for Children and Youth with Severe Disabilities in Albany (1993), New York City (1994), and Albany (1995).

Delivered selected parent support activities for participation in team decision-making toward Quality Inclusive Schooling and expanded community/peer participation by students with severe disabilities, including team participation at training sessions and selected focus group participation at model sites.

Delivered team collaboration training to selected project sites as specified by Action Plans with focus upon parent involvement, general-special education collaboration, integrated therapy planning and activities, and instructional/curricular adaptations.

3.0 **Implement and evaluate a curriculum revision process to improve the quality of special education and related services in representative areas of New York State for students with severe handicaps (including dual sensory impairments) and to increase the frequency of meaningful interactions with nondisabled peers and adults.**

Annotated bibliography completed, revised, and distributed to parents and professionals statewide on curriculum and meaningful interactions for students with severe disabilities.

Summarized inservice training needs in special education, regular education, and related services to support Quality Inclusive Schooling for statewide topical conferences and for 45 implementation sites during 1991-1995 project years.

Planned and delivered a draft model for "Creating Inclusive Classrooms: Curricular and Instructional Strategies for Diversity" to general and special educators instructional team members and administrators.

Revised and disseminated a module for "Creating Inclusive Classrooms: Curricular and Instructional Strategies for Diversity" for elementary and secondary levels, designed for general and special education instructional team members and administrators.

Revised and disseminated Inservice modules on selected "Most Promising Practices" including Instructional Modifications/Adaptations in the General Education Classroom.

Revised and disseminated guidelines for supporting positive peer interactions between students with and without severe disabilities in their home school and community.

Developed and disseminated exemplar IEP components for children with severe disabilities in Quality Inclusive Programs.

Revised and disseminate draft modules on Integrated Therapy and Cooperative classroom management, in general education classrooms.

Revised and disseminated guidelines for supporting positive peer interactions between students with and without severe disabilities in their home school and community, including manual on Celebrating Diversity.

Developed and disseminated modules on selected most promising practices including design of IEP objectives and thematic instruction for Quality Inclusive Schooling.

Developed and disseminated modules on Applying Authentic Assessment and Interdisciplinary Teaching/Thematic Instruction for Quality Inclusive Schooling.

4.0 Establish a Project Advisory Board to provide significant input on project management procedures.

Members of Statewide Project Advisory Board recruited and reviewed by OSEP prior to appointment.

First meeting of Project Advisory Board held to provide overview of project activities, Advisory Board role, overview of Phase I training, and obtain Board input into the design of evening sessions specifically for parents (January 1991)

Second meeting of Project Advisory Board held to provide status report on project activities (especially Phase I-II training and interest in Phase III selections) and obtain Board input into the project's evaluation process and measures, (April 1991).

Continuing bi-annual meetings of Statewide Project Advisory Board held throughout the project period (1990-1995) to provide overview of Implementation Site activities and obtain Board input on all project activities.

Records kept and communicated to Board members of meetings held and decisions made regarding input into project activities.

Two meetings of Statewide Project Advisory Board held to provide overview of Phase III activity and obtain Board input on Project, November 1991 and April 1992.

Established a focused Advisory Board for New York City, comprised of representatives of relevant constituencies (District 75, LEAs, Implementation Sites, teachers union, parents, advocates) with emphasis upon both City Systems Change and support to local Implementation Sites/problem-solving.

New York City Advisory Group met monthly, comprised of representatives of Citywide District #75, Implementation Sites, SETRCs, teachers' unions, administrators' unions, parents, advocates, and other relevant constituents with emphasis upon both New York City systems change needs/solutions and support to local Implementation Sites/problem-solving.

Draft plan developed for implementation of Quality Inclusive Schooling in selected community school districts with District #75 support in 1993-1994 school year.

5.0 Develop, implement, and evaluate project procedures to monitor individual learner outcomes and overall placement and service delivery patterns as a function of project activities.

Measures of child change selected and district staff trained as needed in administration.

Consultation by Dr. David Cole, Evaluation Consultant, on design and procedures of evaluation tracking system, monitoring the shift in patterns from segregated to inclusion models of service delivery, February 1991.

Measures and forms developed for monitoring of systems change process at implementation/comparison sample sites across the state.

Baseline placement data collected for sample of districts statewide, Spring 1991.

Measures of child change administered and district staff trained as needed in administration.

Consultation by Dr. David Cole, Evaluation Consultant, on design and procedures of evaluation tracking system and child change, October 1991.

Measures and forms revised for monitoring of systems change process at implementation/planning sites across the state.

Baseline placement data collected for sample of districts statewide, Fall 1991.

Input from External Evaluators (visit in August 1991 and written suggestions in October 1991) reviewed by project staff and incorporated into selected Project activities.

Developed revised measure of Inclusive Education Quality Indicators, with revision ongoing based upon input from experts in the field and Implementation site activities.

Measures of child change administered annually and district staff trained as needed in administration.

Consultation by Dr. David Cole, Evaluation Consultant, on evaluation tracking system and child change monitoring system, October 1992.

Placement data monitoring continued at selected sites across state.

Input from External Evaluators (visit in March 1993) to incorporated into selected Project activities.

Continue refinement/revision of measure of Quality Inclusive Schooling.

Continued evaluation activities to evaluate child change as a function of Quality Inclusive Schooling.

Measures of child change administered to project participants and a comparison sample; district staff trained as needed in administration.

Placement data monitoring continued at selected sites across state.

Continue refinement/revision of measure of Quality Inclusive Schooling, and draft of 3rd edition of Program Quality Indicators completed in collaboration with Consortium for Collaborative Research in Social Relationships.

Continue evaluation activity to evaluate child change as a function of Quality Inclusive Schooling.

End of year evaluation data collected Implementation Sites.

Summative evaluation of our technical assistance Task Force Systems Change model at 35 Implementation sites is in progress with an anticipated completion date of 2/96.

PROBLEMS ENCOUNTERED AND TECHNICAL CHANGES

A number of technical changes occurred since the original Systems Change Project proposal was funded. These changes reflected minor adjustments in strategies used to accomplish identified project goals and objectives, and were fully described and justified in the Project's Continuation Applications for Year's 2, 3, 4, 5. These changes are briefly summarized below:

- A shift from the original proposed plan of supporting a small number of school district (2-4) within each of two (out of a total of six large geographic in New York State) who would participate as model implementation sites during each of project years 2, 3, and 4. Alternatively, we negotiated to provide technical assistance, consultation, and mini-grant support to approximately 12 geographically dispersed school districts each year. This had the advantage of (a) dramatically decreasing the delay that many school districts would have experienced before having the opportunity to work with the Systems Change Project and (b) increasing the dispersal of model implementation sites throughout the state to facilitate replication, visitations and sharing of local expertise across experienced and beginner districts establishing inclusive programs.

- A shift to providing the option of a second year of technical assistance, consultation, and mini-grant support to selected Implementation Site districts who made a commitment to systemic change, and requested an additional year of Project support to accomplish identified goals and objectives.

- The addition of an Advisory Board focused exclusively on Systems Change issues in New York City. Due to the complexities and challenges of systems change and inclusion in New York City, an additional problem-solving group was formed with membership reflecting District 75, Community School Districts, Administrators, Union Representatives, Parents, and Educators.

- The addition of Training and Leadership Activities focused needs and concerns of the "Big 11" school districts (large to mid-size urban areas) during project years 4 and 5.

PROJECT IMPACT

There are more than 700 school districts in New York State. New York City has more than a million school age children and youth and over a thousand general education schools. Additionally, New York State is a region of great expanse with nearly 50,000 square miles.

The New York Partnership for Statewide Systems Change Project has had a significant impact on expanding opportunities for quality inclusive schooling for students with disabilities (including deaf-blind students) through initiative in inservice training and staff development, technical assistance and mini-grants provided to geographically distributed implementation sites and model programs, materials distribution, collaboration and coordination with other State Education Department initiatives and activities (e.g., the SETRC network), and leadership development institutes for quality inclusive teacher preparation institutions of Higher Education.

The Partnership provided training and staff development to over 21,000 individuals (including parents, general and special educators, related service providers, consumers of special education services, members of the general public, school administrators, and members of Boards of Education), intensive technical assistance and consultation to 45 geographically distributed school districts, produced and disseminated over 30,000 written items on Quality Inclusive Schooling (including project and conference flyers, articles, and training modules), and produced and disseminated over 500 copies of two professionally produced videotapes on Quality Inclusive Schooling.

Written materials and videotapes produced and available from the Systems Change Project are included in Appendix A of this report.

The systemic impact of the Systems Change Project in New York State can be seen within some major changes within New York State during the course of the project:

- Significant shifts in statewide patterns of student placement data within New York State over the course of the Project. Initiatives to promote the placement of students with disabilities in less restrictive settings and more accurate data collection procedures reveal that between years 1991/92 and 1993/94: (a) the percentage of students with disabilities reported in regular education increased from 7.6% to 38.3%, (b) students with disabilities in Separate Classes decreased by 5.9%, and (c) students with disabilities in Public Residential Facilities decreased by two-thirds. (Data cited is from New York State's IDEA, Section 611, Performance Report).

- Major policy establishment and dissemination in regard to expanding options and opportunities for Quality Inclusive Schooling for students with disabilities as evidenced by the "Least Restrictive Environment: Implementation Policy Paper" approved by the Board of Regents in May, 1994.

- Incorporation of materials related to Quality Inclusive Schooling into Statewide training for Impartial Hearing Officers and members of Committees on Special Education (CSE).

- Establishment of a cooperative working relationship between the Systems Change Project and teacher unions within New York State. Union representatives served on the Project Advisory Board, the New York City Advisory Board, and on many Implementation Site Task Force Committees. The Systems Change Project was positively featured in a number of union publications and memos that raised concerns about possible pitfalls surrounding the implementation of inclusive schooling. Despite these concerns, our project was singled out as a source of support and expertise for approaching inclusion responsibly.

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Syracuse University List of Materials:

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Strategies for Inclusive Schooling

1. New York Partnership for Statewide Systems Change (1992). Three Stories of Inclusion. New York State Education Department & Syracuse University. VHS Video, 23 minutes.

This video presents the inclusive classroom experiences of four students with moderate to severe disabilities in three school districts--urban Brooklyn, NY, rural Laurens, and suburban Pine Plains. The three stories feature a kindergarten, a fourth grade, and a high school. Student-centered planning teams engage in problem-solving for each student, and parents, teachers, and administrators reflect on systems change issues surrounding inclusive schooling. This videotape works well for introductory training sessions on inclusion for both parents and professionals.

2. New York Partnership for Statewide Systems Change (1994). Inclusion in New York: An Inside View. New York State Education Department & Syracuse University, VHS Video, 67 minutes.

Four vignettes (16 minutes @) provide a close-up look at quality inclusive schooling in four schools (two elementary schools and two middle schools) emphasizing the day-to-day instructional planning and curricular adaptations carried out by teachers, therapists, and support personnel to meet student needs in general education classrooms. Students ranging in age from kindergarten through grade 8 who have significant disabilities are seen working together with their nondisabled peers in programs that reflect most promising practices. Each vignette features a different aspect of quality inclusive schooling--and each can be shown independently. The set provides a comprehensive look at typical needs and problems along with practical solutions used in these classrooms and programs in urban and suburban districts.

47. Black, J., Meyer, L.H., D'Aquanni, M., Giugno, M. (1993). A process for designing curricular & instructional modifications to address IEP objectives in general education. New York Partnership for Statewide Systems Change Project; Syracuse University. 10 pp.

A six-step process and guidelines for adapting curriculum and instruction for students with significant disabilities in inclusive classrooms is presented. User-friendly forms are included. This process has been used by many teachers and teams participating in the New York Partnership for Statewide Systems Change Project.

48. Black, J., Meyer, L.H., D'Aquanni, M., Giugno, M. (1993). Technical assistance forms & procedures for systems change. New York Partnership for Statewide Systems Change Project; Syracuse University. 18 pp.

This packet of forms, guidelines and suggestions is used by Systems Change Project consultants and facilitators in working with Inclusive Education Task Forces and Teams within local school districts. The packet includes sample technical assistance agreement forms, guidelines and forms for conducting needs assessments, designing action plans, and conducting Task Force meetings.

49. Davern, L., Ford, A., Erwin, E., Schnorr, R. & Rogan, P. (1993). Working Toward Inclusive Schools: Guidelines for Developing a Building-based Process to Create Change, Syracuse University School of Education and Syracuse City School District. 71 pp.

As the benefits of inclusive schooling become clear, a growing number of students are realizing full membership in their schools. Yet many of these efforts seem fragile. This may occur because the school as a whole has not embraced the goal of inclusion-has not created an ethic of inclusion. Inherent in creating an ethic of inclusion is the beginning of a school-wide dialogue on why inclusion is important, and what steps need to be taken to make progress. If this can be done, the likelihood of a smooth transition for both adults and students is greater. These guidelines describe a committee process which was used at eight schools to further inclusion. Committees with a cross section of staff as well as parent participation convene to plan how the school will move forward.

52. Levy, S. (1995). Inclusion demands top-down support for bottom-up implementation. The School Administrator, 6 (52), pp. 26-27.

A personal story from a Brooklyn, New York elementary school principal that has worked with his staff and his district to develop an inclusive education program in the school. The author speaks from the administrator's point of view on how a shared vision and collaboration among all staff is necessary for the development of successful inclusive education programs.

Elementary School

3. Hedeen, D., Ayres, B., & Meyer, L.H., Waite, J. (1995). Program for students who have severe disabilities and severe behavioral challenges in inclusive classrooms: Most promising practices and success stories. In D. Lehr & F. Brown (Eds.), Persons who challenge the system: Issues and practices. Baltimore: Paul H. Brookes, in press.

This book chapter provides an overview of applying a lifestyles and educative problem-solving approach to meeting the needs of children who have severe to profound cognitive impairments and severe challenging behavior. Two case studies representing a year each in the lives of children enrolled in inclusive school programs illustrate how these principles and practices look, and contextual detail and child outcome data document the successes of two typical school districts in solving exceptional needs without giving up on inclusion.

4. Ayres, B., Belle, C., Green, K., O'Connor, J., Meyer, L.H., & Slavin, H.R. (1992). Examples of curricular adaptations to meet the needs of students with severe disabilities within the regular elementary classroom. Teacher Leadership Inservice Project, Study Group Report Series #3. 19 pp.

This module is the product of a two-year long Study Group activity by teachers from several Central New York school districts working with university project staff to develop user-friendly exemplars of innovative best practices. The module provides an overview of different types of curricular adaptations to meet IEP goals within regular elementary classrooms, and gives several examples of each type of adaptation within the context of a typical classroom activity.

5. Ayres, B., Davis, M., Ironside, K., Copani, N., & Slavin, H.R. (1992). Promoting social interactions and friendships at school, work, and home. Teacher Leadership Inservice Project, Study Group Report Series #4. 30 pp.

This module is the product of a two-year long Study Group activity by teachers and parents from several Central New York school districts working with university project staff to develop user-friendly exemplars of innovative best practices. The module describes activities supported for students with severe disabilities and their nondisabled peers in inclusive school and community environments, with an emphasis upon age-appropriate informal peer interactions that occur at school and home with teacher and parent support. Several stories told by a parent about successful examples of peer relationships that extend beyond the school day are included.

6. Davern, L., Gaynor, M., Murphy, M., O'Brien, L., Polly, M. K., Rogers, T., Weber, C., & Winschell, S. (1990). Transition planning for students in the elementary grades: Guidelines for assisting students who need extra support and planning in moving on to the next grade. Inclusive Education Project; Syracuse University. 10 pp.

Extra planning and support is necessary for some students to make a successful transition to the next grade level. This is particularly important for students who need significant adaptations in curriculum and instructional approaches. This document contains a set of transition guidelines which teachers can use when planning for a specific student.

7. Ayres, B., O'Brien, L., & Rogers, T. (1992). Working together, sharing, and helping each other: Cooperative learning in a 1st grade classroom that includes students with disabilities. 30 pp.

This document focuses on one class' experience in using a cooperative learning approach. Descriptions of the process used to develop and implement cooperative group lessons are provided. Examples reflect the participation of all class members, including those with intellectual, behavioral and physical disabilities.

8. Levy Middle School Inclusive Education Committee (Syracuse City School District) (1991). Building 'community' in the middle school classroom: A collection of ideas and activities from Levy Middle School Staff in collaboration with the Inclusive Education Project; Syracuse University.

Davern, L., Marusa, J., & Quick, D. (Eds) (1991) Building 'community' in classrooms and schools: A collection of ideas for elementary schools developed by the staff of Edward Smith and Salem Hyde Schools in collaboration with the Inclusive Education Project; Syracuse University.

Building a sense of "community" in classrooms and schools is important regardless of whether there are class members who have special needs--but becomes critical with the presence of these students. Otherwise, students may be physically integrated, but socially isolated. These booklets contain ideas for how to work towards the creation of cooperative environments which are affirming of students--places where all students are included as full and active participants in the life of the classroom and school. Examples are given of how all students learn and grow in this type of environment. (Both booklets are disseminated as one packet.)

9. New York Inclusive Education Curriculum Guide: Adapted Lesson Plans for Elementary Grades K-3. Syracuse University: Task Force on Inclusive Schooling, 1994. 50 pp.

This component from an in-progress curriculum guide for inclusive schooling contains 11 complete lesson plans for Grades K-3, with lessons in mathematics, language arts, social studies, art, science, and writing. Each of the lesson plans is an actual lesson meeting grade level curricular content requirements that has been taught in a general education classroom including one or two students with severe disabilities. A complete lesson plan format includes objectives, instructional setting and organization, a script for the actual lesson, performance measures and products used, and a target student with significant disabilities with selected IEP goals and adaptations annotated for the student throughout the lesson. The component was written by elementary school teachers experiences with inclusion in collaboration with Syracuse University professional personnel.

Middle/High School

8. See entry above

10. Meyer, L. H., & Henry, L. A. (1993). Cooperative classroom management: Student needs and fairness in the regular classroom. In J. Putnam (Ed.), Cooperative learning and strategies for inclusion: Celebrating diversity. Baltimore: Paul H. Brookes.

This chapter describes Cooperative Classroom Management--an approach to addressing behavioral and "discipline" needs within the regular classroom through user-friendly modifications to the structure of the regular classroom that should benefit all students. Through the goal of creating a classroom that is a caring and safe community for its members, teachers can model fairness and mutual support in the various instructional and grouping strategies used throughout the school day in all activities in which students participate. Cooperative Classroom Management becomes a structural component of the day-to-day functioning of any classroom, making individualized contingency management programs an intervention of last rather than first choice. Examples are provided of establishing Peer Support Networks at the middle school level to illustrate a core organizational feature of the approach at the secondary level. In addition, student interviews reveal their perceptions of schooling and school as a fair place to be.

11. Meyer, L.H., Williams, D.R., Harootunian, B., & Steinberg, A. (1995). The Syracuse experience: An inclusion model to reduce at-risk status among middle school students. In I.M. Evans, T. Cichielli, M. Cohen, & N. Shapiro (Eds.), Perspectives on school dropout: The New York experience. Baltimore: Paul H. Brookes.

This chapter describes the basic philosophy and structure of a non-pullout mainstream approach to addressing the needs of students in middle school settings whose academic performance and attendance behaviors place them at risk for early school dropout and academic failure--both nonlabeled students and students with disabilities. Each of the components of the four year Syracuse Stay in School Partnership Project--a collaborative effort between the Syracuse City School District and Syracuse University's School of Education-- is described, with special emphasis upon non-stigmatizing preventive services and peer support networking designed to create psychologically safe and nurturant academic learning environments for students. A brief summary of changes to Syracuse University's teacher education programs is also included.

12. New York Curriculum Component, Mathematics Grades 6-8. Syracuse University: Task Force on Inclusive Schooling, 1994. 50 + pp.

This component from an in-progress curriculum guide for inclusive schooling contains ten complete lessons in mathematics for different concepts in grades 6, 7, and 8. For most of the lesson plans, a follow-up computer-based instructional activity is also included utilizing commercially available software for both IBM and MacIntosh equipment. Each lesson plan reflects actual grade level curriculum content requirements based upon the approach taken in the standards of the National Council for the Teachers of Mathematics, and each has been adapted for a student with significant disabilities actually participating in the lessons while meeting his/her IEP goals. The lesson plan format includes objectives, instructional setting and organization, a script for the lesson, performance and product measures, and information on adaptations for the target student with severe disabilities. The component was written by middle school mathematics and special education teachers experiencedwith inclusion in collaboration with Syracuse University professional personnel.

13. Lincoln Middle School Inclusive Education Committee (Syracuse City School District). (1991). Together each achieves more: Steps toward inclusive education for students with special needs at Lincoln Middle School. Inclusive Education Project; Syracuse University. 26 pp.

This booklet identifies some of the limitations of this school's current "regular education/special education" structure for meeting the needs of all students. Steps are proposed which can be taken at the team level and the building level to move toward an inclusive education structure. Information is organized to facilitate the selection and implementation of annual goals which support inclusion at the team level, as part of the school improvement process.

42. Williams, D.R., Meyer, L.H., & Harootunian, B. (1992). Introduction and implementation of cooperative learning in the heterogeneous classroom: Middle school teachers' perspectives. Research in Middle Level Education, 16(1), 115-130. 16 pp.

This qualitative study reports the perspectives of six middle school teachers on the introduction and implementation of cooperative learning instructional adaptations in their classrooms. These teacher voices provide insight into the evolution of cooperative behavior among young

adolescents, strategies that teachers found helpful to encourage students to support one another, and the kinds of activities that facilitated the attainment of both academic and social goals for students.

44. Fowler High School Inclusive Education Committee (Syracuse City School District). (1993). Creating a Learning Community at Fowler High School. Inclusive Education Project; Syracuse University. 50pp.

The inclusive Education Committee at this school offers ideas for how to modify instruction and assist students in getting connected with each other. Ideas include those from a ninth grade team which has been fully including students using a team approach in which special educators work in regular classes assisting with cooperative groups and activity-base instruction. Guidelines are also offered for how staff can effectively share information about students given the challenges of the secondary day.

45. Park, H. S., Meyer, L.H., & Grenot-Scheyer, M. (1993, September). Remember the phrase "All work and no play makes Jack...?" Looking for friends on the job, TASH Newsletter, 5-8.

This article examines the issue of selecting job training sites and even future careers for students with disabilities from the perspective of the social opportunities available at different types of job sites. Fiske's theory of sociality is applied as a strategy that would allow caregivers and teachers to select an appropriate career based not only on the more traditional job skills variables but also according to the social needs of the future worker. Examples are given from different job sites that might be selected for training high school students.

Teaming and Teacher Education

14. Morton, M., Contanch, B., Paetow, C., Rohn, C., Duncan, J., & Slavin, H.R. (1991). Developing teaming skills. Teacher Leadership Inservice Project, Study Group Report Series #2. 31 pp.

This module is the product of a two-year long Study Group activity by teachers and a speech therapist from several Central New York school districts working with university project staff to develop user-friendly exemplars of innovative best practices; the module also incorporates information from a graduate level Syracuse University course on educational consultation and teaming that is offered each summer. The module describes roles, responsibilities, and an interactive model (including exercises) for use by transdisciplinary teams to better collaborate on behalf of students.

15. Ayres, B., & Meyer, L. H. (1992). Helping teachers manage the inclusive classroom: Staff development and teaming start among management strategies. The School Administrator, 49(2), 30-37. 5 pp.

This brief article is an invited contribution to a special issue to provide school administrators--particularly district superintendents and building principals--with information on mainstreaming and the inclusive classroom, and staff development activities to include students with disabilities as full members of their school communities. The article emphasizes the theme of diversity (race, class, gender, and different abilities) as the context for school improvement and inclusion efforts, and describes ongoing efforts in the Syracuse area to create inclusive classrooms, support middle school interdisciplinary teaching and teaming, and develop teacher leadership in the implementation of innovative practices in schools with collaboration from university colleagues. The need for the

redesign of teacher education programs to support unified programs leading to dual regular-special education certification such as Syracuse University's Inclusive Elementary and Special Education Program is also emphasized.

16. Meyer, L.H. (1994). Integrated therapy training module. New York State Partnership for State-Wide Systems Change Project. 30 pp.

This module of training materials will support a two-hour inservice training session focused upon meeting related service goals of students with severe disabilities in inclusive regular education classrooms. Overhead masters for a formal presentation by a trainer, small group activity worksheets, and two handout readings are included in the package.

17. Davern, L., Ford, A., Marusa, J., & Schnorr, R. (1992). "How are we doing?": A review process for evaluating teams which are working in inclusive settings. Inclusive Education Project; Syracuse University. 20 pp.

Effective teamwork is the foundation for the successful inclusion of students with special needs in regular classes and other school activities. Yet oftentimes teaming is not as successful as it could be. This packet includes a Review form designed for people who wish to discuss the question "How are we doing as a team?" on a regular basis. This process can be undertaken during team planning time several times each year, and can result in a constructive discussion about what's working and what needs improvement. The Review Form is divided into six sections: (1) Holding a shared philosophy; (2) Establishing effective communication patterns; (3) Maintaining positive attitudes towards teamwork and team members;(4) Clarifying roles and responsibilities; (5) Maximize our effectiveness; (6) Using a collaborative problem solving approach.

18. Meyer, L. H., Mager, J., & Sarno, M. (1995, rev.). Inclusive Elementary and Special Education Teacher Preparation Program. Syracuse University Division for the Study of Teaching and Division of Special Education and Rehabilitation, School of Education. Brochure plus 18 pp.

This is a dynamic program description that is continuously updated to reflect the current status of Syracuse University's unique and innovative unified teacher education program, the Inclusive Elementary and Special Education Program (IESEP). All undergraduates in elementary and special education at Syracuse University prepare to become teachers in today's diverse schools in this program that incorporates required components of basic skills; liberal arts clusters in the humanities, social sciences, and natural sciences; a professional education core leading to certification in both elementary and special education; and a specialization concentration in a field of study in the liberal arts (e.g., English, History, Mathematics, Sociology, etc.). The program includes extensive field experiences beginning with lower division coursework in school and community settings, and meets all state and professional accreditation requirements.

19. Meyer, L. H., & Biklen, D. (1992). Preparing Teachers for Inclusive Schooling: The Syracuse University Inclusive Elementary and Special Education Teacher Preparation Program. Syracuse: School of Education.

This chapter was written for a collection of innovations in teacher education in New York state reflecting most promising practices in special education. The chapter includes an overview of Syracuse University's Inclusive Elementary and Special Education Program (see also Meyer, Mager, & Sarno, 1995) along with a description of the change process--how did a faculty in a school of education go about and succeed in changing their university's teacher education program to create a unified program

for all teachers? The processes and successes reported here for one university are intended to assist others as they begin the same process of unifying their own general and special education teacher preparation programs.

Positive Approaches to Challenging Behavior

3. See also entry above.

20. Morton, M., Slavin, H.R., Edelson, S., Lewis, J., Newsome, K., Tyburczy, J., & Duncan, J. (1991). Positive approaches for challenging behaviors. Teacher Leadership Inservice Project, Study Group Report Series #1. 43 pp.

This module is the product of a two-year long Study Group activity by teachers and a parent from several Central New York school districts working with university project staff to develop user-friendly exemplars of innovative best practices. The module is designed to provide educators and parents with an overview of eleven positive approaches to interventions for challenging behavior, with a special focus upon the advantages and disadvantages of each model as presented by the author/s and whether the material specifies strategies that practitioners can use for their own interactions with the student and to structure positive interactions between the student and others (adults and peers).

21. Meyer, L. H., & Janney, R. E. (1993). School-based consultation to support students with severe behavior problems in integrated educational programs. In T. R. Kratoch will, S. Elliott, & M. Gettinger (Eds.), Advances in school psychology, vol. VIII. Lawrence Erlbaum Publishers, in press. 72 pp.

This chapter presents an overview of the school-based consultation model that was field-tested in a dozen New York public school districts to support 33 students with severe behavior problems and severe disabilities in their regular schools and classrooms. The chapter includes a detailed description of the service delivery model, the intervention approaches used with students, costs of consultation services, the set of "user-friendly" evaluation measures used by team members in typical school and community settings, and the results of this effort including a year-later follow-up to determine whether behavioral improvement maintained and these services enabled students to remain in their integrated school placements.

22. Janney, R. E., & Meyer, L. H. (1990). A consultation model to support integrated educational services for students with severe disabilities and challenging behaviors. Journal of The Association for Persons With Severe Handicaps, 15, 186-199. 14 pp.

This reprint reports the results of a three- year federally funded collaborative project to provide consultative services to a dozen Central New York public school districts to address the needs of 33 students with severe disabilities and severe behavior problems within the context of integrated schools and community-based instructional programs. The evaluation model includes measures of student behavior change, as well as increases in participation in integrated school and community activities, and follow-up the year after services were terminated to determine maintenance of behavioral improvement and integrated placements.

23. Scotti, J. R., Evans, I. M., Meyer, L. H., & Walker, P. (1991). A meta-analysis of intervention research with problem behavior: Treatment validity and standards of practice. American Journal on Mental Retardation, 96, 233-256. 24 pp.

This reprint reports the results of a meta-analysis of the literature in developmental disabilities for the years 1976 through 1987. Two measures of intervention effectiveness were employed to evaluate functional relationships between standards of practice, intervention and participant characteristics, and the treatment validity of different types of intervention for the range of challenging behaviors reported in 18 major journals. Detailed results are presented that largely fail to support several widespread assumptions regarding precepts of clinical practice. The authors recommend increased rigor in journal publication practices to require documentation of standards of practice and outcome data of sufficient validity to ensure that future clinical-experimental research will provide a more conclusive and helpful data base for intervention efforts.

24. Scotti, J. R., Walker, P., Evans, I. M., & Meyer, L. H. (1987). A bibliography of the developmental disabilities literature focusing on the deceleration of excess behaviors. ERIC Reproduction # ED 329 090. 87 pp.

This bibliography was compiled in conjunction with the Scotti et al. (1991) meta-analysis research report, and lists the 318 relevant articles published between January 1976 and December 1987 in 18 psychology and special education journals. Articles are arranged by journal and then alphabetically by author, with basic bibliographic information provided. An introduction outlines selection criteria for the articles and describes methods used to evaluate the effectiveness of the reported intervention results. Forty articles reporting highly effective results using the two effectiveness measures according to Scotti et al. (1991) are marked with an asterisk.

25. Janney, R., & Meyer, L. (1988). An inservice training module for teachers of students with developmental disabilities and behavior problems. Child-Centered Inservice Project Technical Report. 35 pp. (ERIC #ED 323728).

This module summarizes basic principles and practices of an educative approach to challenging behaviors in integrated school and community-based educational programs. The intervention procedures described were those implemented in a three- year collaborative project to serve students with severe disabilities, serious emotional disturbances, and serious behavioral challenges in regular schools with their same-age nondisabled peers (for more detail, see Meyer & Janney, 1992).

26. Janney, R., Black, J., & Ferlo, M. (1989). A problem-solving approach to challenging behaviors: Strategies for parents and educators of persons with developmental disabilities and challenging behaviors. Child-Centered Inservice Project Technical Report. 40 pp.

This module gives a step-by-step process for teams to use for implementation of a positive problem-solving approach in typical school and community setting during the school years. The module has been widely used by parents and practitioners to work together to plan and put into practice an effective intervention for severe behavioral challenges in students with severe disabilities.

27. Janney, R. E., & Hedeen, D. (1989). An inservice training module for paraprofessionals in programs serving students with disabilities and challenging behaviors. Child-Centered Inservice Project Technical Report. 25 pp.

This module provides educational assistants and other paraprofessional classroom support staff with the basic principles and practices of positive approaches to solving behavior problems for students with severe disabilities in integrated school and community-based training programs. The module has been widely used by educational personnel in training activities and as support reading for paraprofessionals involved on teams serving students with severe disabilities and other serious behavior problems.

28. Slavin, H. R. (1991). Positive approaches for challenging behaviors: A process to foster learning, teaching, and prosocial interactions. Syracuse University, Division of Special Education. 13 pp.

This is a draft that focuses upon how positive approaches are defined, and the types of positive approaches that are available to use with challenging behaviors. This manuscript is written primarily from the perspective of how one's interactions can directly affect behavior. The information contained is readable at a lay person's level, and parents who have children with and without disabilities and behavior problems may also find it helpful for use at home.

43. Berkman, K. A. (1993). A home to call my own: Individualizing a community lifestyle for Eric. Network magazine, 1993. 10pp.

This brief report describes the steps made to accomplish the various components of an individualized community lifestyle for a young adult who had been institutionalized for virtually his entire life, including several years in a locked forensic ward of a developmental center because of challenging behaviors. Eric (not his real name) was provided with opportunities and support to select his own apartment and roommates, buy furnishings, join community recreation activities and meet new friends, and apply for various jobs before being hired to work in a grocery store close to his new home. A critical feature of these community-based alternatives now in place for Eric is that, for perhaps the first time, he was provided choices and is learning to make his own decisions.

Evaluation and Assessment

29. Meyer, L. H., & Janney, R. E. (1989). User-friendly measures of meaningful outcomes: Evaluating behavioral interventions. Journal of The Association for Persons With Severe Handicaps,14, 263-270. 8 pp.

This reprint describes principles and practices of data collection to evaluate meaningful outcomes for students with severe disabilities and serious behavior problems as a function of behavioral intervention efforts. Several user-friendly measures that have been used successfully in typical school and community settings as part of a three year collaborative project are included. The article includes a discussion of the advantages of emphasizing both meaningful outcomes and the use of measurement strategies that fit well with the demands placed upon practitioners in typical educational services and, because of their utility, have the potential for increasing programmatic rigor and general school responsibility for what happens to students.

30. Meyer, L. H., Cole, D. A., McQuarter, R., & Reichle, J. (1990). Validation of the Assessment of Social Competence (ASC) for children and young adults with developmental disabilities. Journal of The Association for Persons with Severe Disabilities, 15, 57-68. 12 pp.

This report describes the development and validation of a measure of social competence, the ASC, that includes 11 social competence functions and developmental hierarchies within those functions to monitor social skill progress. Reliability and validity studies with large child and young adult samples diagnosed as having developmental disabilities are described. Results are reported along with a summary of the strengths and limitations of the ASC.

31. Meyer, L. H., Reichle, J., McQuarter, R., Cole, D., Vandercook, T., Evans, I., Neel, R., & Kishi, G. (1985). Assessment of Social Competence (ASC): A scale of social competence functions (rev.). Syracuse University Division of Special Education and the University of Minnesota Consortium Institute. 45 pp.
NOTE: Receipt of the ASC requires completion of an intended use form that will include permission to use and duplicate the measure.

The Assessment of Social Competence (ASC) is a measure of 11 social competence functions and developmental hierarchies within those functions. The assessment progresses from the earlier forms of each function to mastery levels of performance as displayed by adults. A series of validation studies conducted with children with severe disabilities and young adults with mild to severe disabilities supports the reliability and validity of the ASC. A particularly useful feature is its utility to document progress by children with the most significant disabilities: The ASC was originally designed as a social competence measure to document change in children with severe disabilities as a function of school integration and social interaction experiences with nondisabled peers (every child receives a score on the ASC, that is, no one will be scored as "untestable", and the ASC is extremely sensitive to even small changes in social competence). As an alternative to labor intensive direct observations of isolated social skill targets, the ASC offers a comprehensive and criterion-referenced assessment for use in both descriptive and intervention social skill research.

32. Voeltz, L. Meyer (1980). The Acceptance Scale. Honolulu: University of Hawaii Department of Special Education. 25 pp.
NOTE: Receipt of The Acceptance Scale requires completion of an intended use form that will include permission to use and duplicate the measure.

Separate versions of The Acceptance Scale were validated and are available for use with lower elementary (grades K-1, assumed to be nonreaders) and secondary level (grades 7-9 and, by extension, grades 10-12) regular education children to assess their attitudes toward children with disabilities. Different dimensions of acceptance by age have been supported in research with large samples of typical children carried out originally in Hawaii, and subsequently in numerous replication studies of the effects of contact between students with and without severe disabilities in integrated schools. Detailed information on the validity and reliability of the scale is available in Voeltz (1980) and Voeltz (1982); references will be provided to those requesting information on the scale. The scale is easily administered to classroom groups of children (no more than two classrooms at a time) in approximately 20 minutes, and directions for scoring and summarizing results are included.

33. Meyer, L. H., & Eichinger, J., (1994). Program Quality Indicators (PQI): A checklist of most promising practices in educational programs for students with severe disabilities (3rd ed.). Syracuse: Syracuse University Special Education Programs.

This updated edition of the Program Quality Indicators checklist that was socially validated in a national study in 1987 now reflects critical aspects of inclusive education and multiculturalism in special education. The checklist also incorporates an expanded and more sensitive scoring code based upon feedback from the many users of the two previous versions. The checklist can be used to evaluate an existing educational program for students with severe disabilities according to criteria of most promising practices an is particularly useful as a guide to program development. Teachers, parents, and others interested in our educational programs can use the checklist to guide their own efforts to improve services for students with severe disabilities.

51. Kishi, G.S., & Meyer, L.H. (1994). What Children Report and Remember: A Six-Year Follow-Up of the Effects of Social Contact Between Peers With and Without Severe Disabilities.

This report is based upon the Special Friends Program in which children with and without severe disabilities attended school together and interacted socially. Nondisabled peers were interviewed 6 years later to examine their attitudes and experiences regarding disability in comparison to a sample who had not been involved in Special Friends. Caveats are offered for future inclusion efforts based upon these data.

Research on Most Promising Practices

34. Meyer, L. H., & Evans, I. M. (1993). Science and practice in behavioral intervention: Meaningful outcomes, research validity, and usable information. Journal of The Association for Persons with Severe Handicaps, 18, 224-234.

This journal article examines our traditional scientific practices an raises fundamental questions about future directions for both research and practice. The authors call for new "ways of knowing" and broadened approaches to developing new knowledge that are better suited to a human science that the almost exclusive focus upon narrow experimental approaches that has dominated special education an behavioral psychology.

35. Ayres, B., Meyer, L. H., Erevelles, N., & Park-Lee, S. (1994). Easy for you to say: Teacher perspectives on implementing most promising practices. Journal of The Association for Persons with Severe Handicaps, 19, 84-93.

Teachers nominated for their status as "master" teachers from regions in five states known to be implementing most promising practices for students with severe disabilities were surveyed regarding the presence of quality indicators in their programs, their own knowledge of such best practices, and the difficulties they experience in attempting to implement innovative practices. Their responses confirm the importance of staff development activities to assist teachers, but also emphasize the need for information on implementation difficulties in the development of innovative practices that schools are expected to adopt. The limitations of traditional notions about how innovations are

developed by researchers and adopted by practitioners are discussed, and suggestions for a more realistic and dynamic relationship to resolve continuing dilemmas are offered.

36. Erevelles, N., Black, J., & Meyer, L. H. (1992). Attitudes toward the inclusion of students with severe disabilities: A survey. New York State Partnership for State-Wide Systems Change Project. 12 pp.

This brief report describes the results of an attitude survey administered to a large sample of regular and special education teachers and administrators and parents of students with disabilities throughout New York. The 22-item Inclusion Survey used in the study surveys attitudes toward inclusion of students with severe disabilities and was designed to reflect current recommended best practices. Attitudes toward inclusion were generally very positive, parents were most positive, regular educators were more positive than special educators, and reported attitudes across all groups were less positive on behalf of including students with the most severe disabilities and those with challenging behaviors. The implications of these results for future research and development needs are briefly discussed.

37. Meyer, L. H. (1992). Future directions for social skills training research: A critique and a challenge. In S. Sacks (Ed.), The Robert Gaylord-Ross Memorial Symposium: The status of social skills training in special education and rehabilitation: Present and future trends. Vanderbilt University Department of Special Education and San Francisco State University's Social Skills Implementation Project. 15 pp.

This chapter is an invited summary response to presentations at a two-day symposium on social skills intervention research for persons with developmental disabilities, and introduces theoretical and practical reasons for a new direction and perspective for research on social competence and social relationships. The need for special educators to become better informed about innovations and school reform efforts in regular education is emphasized, and the challenges of returning special education to the mainstream particularly as these pertain to multiculturalism in education and demographic diversity issues are raised. Finally, the paper calls for a coalition of activity to redirect a national agenda to better address the needs of all of America's children.

38. Cole, D. A., & Meyer, L. H. (1991). Social integration and severe disabilities: A longitudinal analysis of child outcomes. Journal of Special Education, 25, (3), 340-351.

This follow-up investigation reports the effects of integrated versus segregated schools upon the educational and social competence of children with severe developmental disabilities across a two-year time period. Measures included classroom observations and standardized child-assessments. No differences were found on a traditional measure of child development, but children in integrated settings made significantly greater gains in social competence than their peers in segregated settings. The results of observational measures also generally favored integrated services. The implications of these results for educational reform efforts and the need to expand our measures to examine the development of meaningful social relationships are discussed.

39. Black, J.W., & Meyer, L.H. (1992). But... is it really work? Social validity of employment training for persons with very severe disabilities. American Journal on Mental Retardation, 96, 463-474. 11 pp.

This is a reprint of a research report which describes the results of a social validity study of the subjective judgments of "significant others" toward employment training of persons with very severe disabilities. Six groups of respondents-- teachers, government policy makers, rehabilitation counselors, parents, business managers/supervisors, and potential co-workers-- rated videotape samples of employment training of students with mild vs. severe to profound disabilities. While all respondent groups had more positive evaluations of students with mild vs. severe to profound disabilities, mean ratings at all levels of disability tended to be positive. Implications for future research and policy are explored.

40. Meyer, L. H., & Evans, I. M. (1993). Meaningful outcomes in behavioral intervention: Evaluating positive approaches to the remediation of challenging behaviors. In J. Reichle & D. Wacker (Eds.), Communicative approaches to the management of challenging behavior. Baltimore: Paul H. Brookes, in press.

This chapter challenges traditional assumptions about how to build a meaningful "data base" to support the interventions that might be recommended to modify challenging behaviors--or to change any behavior in any person as part of the IEP or a behavioral treatment process. Suggestions are offered for the kinds of meaningful outcomes that must be the focus of further experimental study and how we might modify our research strategies to enable us to evaluate such outcomes.

41. Rynders, J. E., Schleien, S. J., Meyer, L. H., Vandercook, T. L., Mustonen, T., Colond, J. S., & Olson, K. (1993). Improving integration outcomes for children with and without severe disabilities through cooperatively structured recreation activities: synthesis of research. Journal of Special Education, 26, 386-407.

This article summarizes the research findings regarding successful practices to include children and youth with some severe disabilities in integrated recreation activities and programs. The article structures the information according to five questions (e.g., "What types of recreation activities are particularly conducive to promoting cooperative interactions?"). Findings reveal the effectiveness of cooperative learning strategies within integrated recreation programs as a powerful combination to promote inclusion.

46. Harry, B., Grenot-Scheyer, M., Smith-Lewis, M., Park, H.S., Xin, F., & Schwartz, I. (1995). Developing culturally inclusive services for individuals with severe disabilities. Journal of The Association for Persons with Severe Handicaps.

This position paper addresses the issue of race and culture regarding students with severe disabilities, emphasizing three major points: (a) rather than stereotyping students according to their racial or cultural classifications, professionals must individualize their approach to reflect this variable as well as acculturation and other issues upon belief systems and practices; (b) components of a culturally inclusive approach to assessment, placement, instruction, and programming for students with severe disabilities are presented; and (c) multicultural education must be process oriented for staff development at pre- and inservice levels.

50. Meyer, L.H., Harry, B., & Sapon-Shevin, M. (in press). Multiculturalism and School Inclusion in Special Education. In J.A. Banks & McGee Banks (Eds.), Multicultural education: Issues and perspectives, 3rd ed. Boston: Allyn & Bacon.

This review synthesizes the recent history of special education as a separate system that has enabled our schools to exclude diverse populations from genera le ducation. The chapter also includes a critique of current approaches to family participation. Suggestions are made to support culturally inclusive schools that entail meaningful family participation and student success without tracking and segregation.